

Curriculum Connections

Dear Teachers,

We hope this website will serve as both an inspiration and a resources for you and your students. **Redpatch**, a new Canadian play, and its accompanying **Redpatch Website** were created to:

- Explore WWI from a new perspective
- Share what we learned about the little known contributions that First Nation people made on behalf of Canada during the Great War
- Share a creative, innovative and artistic-based inquiry into Canadian history and First Nation's culture

Both the play and website align with the new BC Curriculum's approach to learning by:

- Encouraging students to personalize, self-initiate and self-direct their learning and to pursue their passions and interests
- Encouraging a project-based approach to learning
- Providing resources that respect First Nations ways of knowing

The play, **Redpatch and the **Redpatch Website** touch upon many areas of the B.C. Curriculum:**

Social Studies

Grade 8 - 10

- Interaction between Aboriginal people and Europeans
- First People's contributions to the development of Canada

Grade 11

- Assess Canada's role in World War 1 and the war's impact on Canada

Grade 10 History

- Evaluate the impact of interactions between Aboriginal peoples and European explorers and settlers in Canada from 1815 to 1914

Introduction to BC First Nations Studies 12

- Land and Relationship
- Contact, Colonialism, Resistance
- Cultural Expressions
- Leadership and Self Determination

English Language Arts

English 10 First Peoples

- Students are encouraged to research their own family or cultural history, and create an artwork that tells a story

English 11 and 12 First Peoples

- Students explore Oral texts and Oral Tradition and First people's worldview

English 8 -12

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- To provide students with opportunities for personal and intellectual growth through speaking, listening, reading, viewing, writing, and representing to make meaning of the world and to prepare them to participate effectively in all aspects of society.

Arts Education

Fine Arts 11 and 12: Dance, Drama, Visual Arts

- Create/perform a work of art that reflects an understanding of the impact of social/ cultural/historical contexts
- Create/perform a work of art that communicates specific beliefs/traditions in response to historical/contemporary issues
- Research their own family or cultural history, and create an artwork that tells a story

Drama 8-12

- Students explore, express, and reflect on their thoughts, feelings, beliefs, and imaginative ideas through individual and group participation in drama.
- Students experience, respond to, and reflect on the aesthetic, cultural, and historical contexts of drama.
- Include strategies for students to experience current technological processes and equipment, where relevant.
- *Responding to Drama:* Developing students' skills as members of an audience and as discriminating observers is an important part of any drama program. The viewer's responses are influenced by:
 - Cultural perspective
 - Associations with aesthetic components in the work
 - Knowledge of the type of production in general
 - Knowledge of the particular director, scriptwriter, or actor
 - The context in which the work was created.
 - Teachers can enhance the meaning students derive from responding to drama works by guiding them through the experience.

Dance 8-10

- Presentation applications—presentation skills and attitudes appropriate to a variety of contexts
- Performing in response to a variety of stimuli (e.g., music, guided imagery, improvisation, abstract ideas)
- Performing dance to represent specific emotional qualities
- Focus as a tool for enhancing performance

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- Performing dance using stagecraft elements (e.g., costumes, lighting, props, music)

Visual Arts 8-10 (Graphic Novel portion of overall project)

- Drawing and Painting
- Presentation applications—presentation skills and attitudes appropriate to a variety of contexts
- Considerations for venue, audience, and purpose unique to drawing and painting (e.g., subjects appropriate to particular contexts)
- Developing knowledge of artists, artworks, and movements in drawing and painting across a variety of contexts
- Vocabulary related to drawing and painting
- Awareness of the career pathways in which drawing and painting skills are utilized, and ways to develop those skills

Media Arts

- Technical Competence: development of techniques as specific to media arts
- Visual Culture: appropriate visual arts terminology, and understanding of the contexts of media arts
- Developing of artists, artworks, and genres in media arts across a variety of contexts
- Vocabulary related to media arts
- Understand the purposes and applications of media artworks (e.g., persuasive, expository, promotion, public viewing)
- Awareness of the career pathways in which media art skills are utilized, and ways to develop those skills

Media Arts 11 & 12

- Students perceive and respond to images in ways that demonstrate their understanding of the visual elements and principles of art and design.
- Students create images that communicate their understanding of and appreciation for the visual elements and principles of art and design and how they are used to communicate.
- Students perceive and respond to images from a variety of different types of artworks in ways that demonstrate their understanding of how the choice of materials, technologies, and processes affects images.
- Students create images that demonstrate their ability to communicate effectively using a variety of materials, technologies, and processes.